COMM 2603 Interpersonal Communication
Fall 2016

Instructor: Dr. Victoria L. Godwin
Section # and CRN: Section P01 CRN: 23294
Office Location: Hilliard Hall 207
Office Phone: 936-261-3738
Email Address: vlgodwin@pvamu.edu
Office Hours: TR 12:20pm – 1:50pm, TR 5:00pm – 5:30pm, W 10:00pm – 4:00pm
Mode of Instruction: Face to Face
Course Location: Agriculture and Business Bldg 111
Class Days & Times: TR 3:30 pm-4:50 pm
Catalog Description: A study of human symbolic behavior and its effect on people. Emphasizes practical and theoretical implications of face-to-face interaction in social, business, and professional settings.

Prerequisites: COMM 1003
Co-requisites:

Student Learning Outcomes:
1. Theory: To develop an improved understanding of the principles of interpersonal functioning.
2. Application: To experience directly the elements inherent in a positive interpersonal communication environment.
3. Analysis: To learn strategies for examining individual, family, group, and social communication processes critically and analytically.
4. Awareness: To increase sensitivity to the nature and implications of interpersonal communication skills such as verbal and nonverbal messages, perception, decision making, and conflict management.
5. Service Learning: To participate in meaningful community service while engaging course material.

<table>
<thead>
<tr>
<th>Upon successful completion of this course, students will be able to:</th>
<th>Program Learning Outcome # Alignment</th>
<th>Core Curriculum Outcome Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Recognize, analyze, and interpret verbal and nonverbal messages</td>
<td>1, 2, 3, 4</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>2 Demonstrate appropriate emotions and feelings in a variety of communication situations</td>
<td>2, 3, 4</td>
<td>Communication Critical Thinking</td>
</tr>
<tr>
<td>3 Recognize the use of assertive behavior for appropriate settings</td>
<td>1, 2, 3, 4</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>4 Demonstrate how to appropriately handle conflict situations</td>
<td>1, 2, 3, 4</td>
<td>Critical Thinking Teamwork</td>
</tr>
<tr>
<td>5 Recognize the importance culture plays in interpersonal communication</td>
<td>1, 2, 3, 4</td>
<td>Communication Critical Thinking Social</td>
</tr>
<tr>
<td></td>
<td>Explain concepts in communication theory</td>
<td>1, 3</td>
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<tr>
<td>---</td>
<td>-----------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>7</td>
<td>Illustrate the perception process</td>
<td>1, 3</td>
</tr>
<tr>
<td>8</td>
<td>Demonstrate effective listening skills and speaking skills</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>9</td>
<td>Define self-concept and its relationship to communication</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>10</td>
<td>Recognize and participate in effective relationships</td>
<td>1, 2, 3, 4</td>
</tr>
</tbody>
</table>

### Major Course Requirements

#### Method of Determining Final Course Grade

<table>
<thead>
<tr>
<th>Course Grade Requirement</th>
<th>Value</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Collage Presentation</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>2) Group Presentation</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>3) Artifact Papers (3)</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>4) Exam 1: Chapters 1-4</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>5) Exam 2: Chapters 5-8</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>6) Exam 3: Chapters 9-12</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>7) Artifact Paper Presentation</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>8) Participation</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>1000</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Grading Criteria and Conversion:**

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% or below

**Detailed Description of Major Assignments:**

**Assignment Title or Grade Requirement**  
**Description**

**Collage Assignment**

Students will create a collage of themselves which can include examples of likes, dislikes, friends, enemies, family, etc. You can do this on a poster board, diorama, picture book, powerpoint, or whatever creative outlet you desire. Don't bring in anything that is illegal or prohibited from the campus. If you have a question about a specific item, feel free to ask me after class. You will then present this collage in a small group in class. The dates for these will be posted at the end of the syllabus, but will coincide with the completion of our unit on Self. The only other requirement is that you MUST have an example of a downer or vulture, and an example of an upper. These will be explained in class.

**Group Presentation**

Students will do a presentation in small groups to the rest of the class. In these presentations, students will choose from one of the topics listed at the end of this section, and will then present a 10-15 minute creative presentation to the class about the topic they researched. I am not wanting/expecting a lecture. Instead, I want you to use a creative outlet to present your research to us. This can be done with a talk show format, skits, games, activities, etc. I will be grading this project on the delivery of the group as a whole, creativity, relevance and presentation of information. I will also grade on individual delivery and you will also rate your group members on how well they performed at meetings of the group. On the day of the presentation, students must turn in one Bibliography in APA style. This page must have 10 sources the group used to research the topic. Of the 10 sources, 5 of them must come from scholarly journals. This means you will need to use the library website or the library
itself as a resource for the presentation. Students will submit the outline/script of the presentation as well. Topics for the presentation may be the following:

- On-line Dating
- Friends With Benefits
- Long-Distance Relationships
- Divorce
- Inter-racial Dating
- Homosexual Relationships
- Violent Relationships
- Stalking
- Or another topic approved by the instructor.

Artifact Papers
You will write three 2-3 page artifact papers throughout the course. This is your chance to apply material learned in the course to your daily interactions. The paper will include three sections. The first section will analyze the situation that occurred. This is an artifact. This could be an interaction you had or one you witnessed. You will provide the details of what happened in the interaction (be as detailed as possible because your reader was not there to witness the interaction). The second section will be your chance to explain a concept we have discussed in class or from the text in your own words. There should be no discussion of the artifact, just an explanation of your understanding of a key concept from the course. The final section is where you will apply the concept you explained in the second section to the situation/artifact that you described in the first section. Think of the first section as “what happened” and the final section as “why it happened”.

Artifact Paper Presentation
At the end of the semester, students will be expected to pick a single artifact paper that they have turned in and present it to the class. You will give a 5 minute presentation on the selected entry. Further requirements and rubric(s) for this presentation will be discussed in class.

Exams
Exams will be administered throughout the semester and will cover the chapters designated in the syllabus. They will be given in class and will contain a variety of question types such as multiple choice and true/false.

Participation
This is a communications course. This means that students should communicate openly. Students will be actively encouraged to participate in class discussions, and give their input on course material. This sort of active participation in class is key to any communications class, including this one. Participation will be gauged by your instructor. This assignment is worth 50 points. Students are graded on the quality as well as the quantity of their class participation. Attendance with a few brief comments all semester is average (C) participation. Above average and excellent participation (B or A) includes regular frequent questions, comments, and/or examples that demonstrate an understanding of course material, contribute to the class topic, or seek additional knowledge relevant to the class topic.

Course Procedures or Additional Instructor Policies

Taskstream
Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is REQUIRED to be submitted as an “artifact,” an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

Course Procedures and Other Instructor Policies (for attendance, classroom etiquette, etc): This aspect of this syllabus is posted on the eCourses shell for this course.

Semester Calendar

<table>
<thead>
<tr>
<th>Week One</th>
<th>Welcome and Introduction to Course and Syllabus &amp; Interpersonal Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic Description</td>
<td>Communication Introduction</td>
</tr>
<tr>
<td>Readings:</td>
<td>Chapter 1: Introducing Interpersonal Communication</td>
</tr>
<tr>
<td>Assignment (s):</td>
<td>None</td>
</tr>
<tr>
<td>Week</td>
<td>Topic Description</td>
</tr>
<tr>
<td>-------</td>
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</tr>
<tr>
<td>Two</td>
<td>Considering Self</td>
</tr>
<tr>
<td>Three</td>
<td>Perceiving Others &amp; Collage Presentations</td>
</tr>
<tr>
<td>Four</td>
<td>Emotions</td>
</tr>
<tr>
<td>Five</td>
<td>Exam #1 &amp; Effective Listening</td>
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<tr>
<td>Six</td>
<td>Verbal Communication</td>
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<tr>
<td>Seven</td>
<td>Nonverbal Communication</td>
</tr>
<tr>
<td>Eight</td>
<td>Conflict Management and Power</td>
</tr>
<tr>
<td>Nine</td>
<td>Exam #2 &amp; Family</td>
</tr>
<tr>
<td>Ten</td>
<td>Friends</td>
</tr>
<tr>
<td>Eleven</td>
<td>Workplace</td>
</tr>
<tr>
<td>Twelve</td>
<td>Artifact Paper Presentations</td>
</tr>
<tr>
<td>Thirteen</td>
<td>Exam #3 &amp; Group Workshop</td>
</tr>
<tr>
<td>Fourteen</td>
<td>Group Workshop Continues</td>
</tr>
</tbody>
</table>
Readings: None
Assignments None

Week Fifteen
Topic Description Final Class Day – Finalize Group Presentations
Readings: None
Assignments Final Class Day – Finalize Group Presentations

Final Exam Period Final Exam: Chapter 1-16

Student Support and Success

John B. Coleman Library
The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. [https://www.pvamu.edu/library/](https://www.pvamu.edu/library/) Phone: 936-261-1500

The Learning Curve (Center for Academic Support)
The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)
The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

Writing Center
The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

Student Counseling Services
The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

Testing
The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam
Office of Diagnostic Testing and Disability Services
As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

Veteran Affairs
Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

Office for Student Engagement
The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

Career Services
Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures
Disability Statement (Also See Student Handbook):
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct (See Student Handbook):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.
Nonacademic Misconduct (See Student Handbook)
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor’s ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct (See Student Handbook):
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Title IX Statement
Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU’s Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

Class Attendance Policy (See Catalog for Full Attendance Policy)
Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or in assignment of a grade of “F”. Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University’s attendance policy in each course syllabus.

Student Academic Appeals Process
Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

TECHNICAL CONSIDERATIONS

Minimum Recommended Hardware and Software:
• Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
• High speed Internet access
• 8 GB Memory
• Hard drive with 320 GB storage space
• 15” monitor, 800x600, color or 16 bit
• Sound card w/speakers
• Microphone and recording software
• Keyboard & mouse
• Most current version of Google Chrome, Safari, Internet Explorer or Firefox

Note: Be sure to enable Java & pop-ups in the Web browser preferences

Participants should have a basic proficiency of the following computer skills:
• Sending and receiving email
• A working knowledge of the Internet
• Proficiency in Microsoft Word (or a program convertible to Word)
• Proficiency in the Acrobat PDF Reader
• Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette):
Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

Technical Support:
Students should go to https://mypassword.pvamu.edu/ if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283.

Communication Expectations and Standards:
Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement:
Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it/they should be copied and pasted to the discussion board.